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ABSTRACT
THE INFLUENCE OF USING TALKING STICK TOWARDS STUDENTS’
VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE
EIGHTH GRADE OF MTs MIFTAHUL ULUM KOTABARU PADANGRATU
IN 2016/2017 ACADEMIC YEAR

By
LIA SEPTIANA

Vocabulary is very important for people in order to use language. Without vocabulary people cannot develop language skills namely, listening, speaking, reading and writing. The students’ vocabulary mastery of MTs Miftahul Ulum Kotabaru Padangratu is still low. The objective of the study is to know whether there is a significant influence of using talking stick towards students’ vocabulary mastery. It is expected that the result of the study will provide a deeper understanding about the use of talking stick as a technique for English teachers and for the readers.

The methodology of this research was quasi experimental design. The researcher did three steps in conducting this research: pretest, treatment, and posttest. The population of this study was the eighth grade of MTs Miftahul Ulum Kotabaru Padangratu. The sample of this research was chosen by doing cluster random sampling. The sample consisted of two classes, one class as the experimental class and one class as a control class. This research was held in three meetings 2x40 minutes for each meeting. This design used pretest and posttest to find out students’ vocabulary mastery before the treatment and after the treatment. The instrument was vocabulary test. After giving the posttest, the researcher analyzed the data by using independent sample test.

From the data analysis it was found that the result of T-test is 0.042. This result is consulted to the score of the value significant generated Sig. (p_{value}) $< \alpha = 0.05$. Therefore, H_0 is rejected and H_a is accepted. In other words, from this research it is known that talking stick can improve the students’ vocabulary mastery. It can be concluded that there is a significant influence of using talking stick towards students’ vocabulary mastery.

Key words: Talking Stick, Vocabulary Mastery, Quasi Experimental Design.

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CHAPTER I INTRODUCTION

A. Background of the Problem

Language plays an important role in human life. Language enables human to communicate with each other both orally and written. By using language, people can communicate each other well. Brown states “Language is more than a system of communication. It involves whole person, culture, educational, developmental communicative process”.¹ It means that language is considered as a tool of communication for human life and it is difficult to do all activities without language.

Concerning spoken and written communication, people need to know vocabularies, grammatical rules and some attitude of writing and speaking.

One of language is English. English is an effective language used to communicate among people with different languages from varied parts of world. English is the most widely used as means communication in both spoken and written forms. It has a large number of speakers, both native and non native, who use it for international communication. It caused English becomes popular as the international language.

English as an international language has been learned by everyone in the world. In Indonesia English has been taught as a compulsory subject and to be taught in every level of education such as, junior high school, senior high school and university.

¹H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, (New Jersey: Longman, 1994), p. 34.

We know that studying English is important, especially in this era. The teaching of English at school involves the teaching of the four skills: speaking, listening, reading and writing as well as some language components like grammar, pronunciation and vocabulary. This is supported by The School Based Curriculum (KTSP) stating that the graduate standard competence of students of junior high school for English subject should include the mastery of the four language skills.²

Vocabulary is one key to improve the English achievement. Students who have lots of vocabularies can more easily in their study and learning process. Without good vocabulary mastery, students will face difficulties in their study. Furthermore when they do not know how to enrich their vocabulary, students often gradually lose interest in learning.

Vocabulary is one of the components that is important in teaching English as a foreign language. Vocabulary plays an important role in understanding a language. It is supported by Hiebert who says that generically vocabulary is the knowledge of meaning of word.³ It means that learning a language means learning the word of language. Therefore, there is no language without vocabulary.

Vocabulary learning is one of the major challenges that are faced by foreign language learners during the process of learning a language. Thornbury states that another

²Mendiknas, *KTSP 2006*, (Bandar Lampung , 2006), Unpublished.

³Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (London: Mahwah, 2005), p. 3.

components such as grammar, only contribute a little thing rather than vocabulary since without vocabulary nothing can be conveyed.⁴ It means that vocabulary is a very important part in learning English. If the students are lacking vocabulary, they cannot express their ideas to say, write, and to read something thus they cannot understand what some said. The lack of students' vocabulary may caused by the lack on method or technique that is used in teaching vocabulary. A suitable method or technique is needed to make the teaching and learning process easier and more interesting. An interesting method or technique will encourage students to learn vocabulary more easily.

Based on preliminary research and interview conducted at MTs Miftahul Ulum Kotabaru Padangratu Central Lampung on Mei 2015, it was found that the student's vocabulary was still low. According to Mrs Asyalisul Uswatun Hasanah, as an English teacher at the school, she said that most of the students have low motivation to learn English and they had difficulties in mastering vocabulary.

Furthermore the interview with students gave other data; the students said that the teacher did not have interesting and various techniques in teaching vocabulary. Sometimes teacher used technique which made students bored. The teacher usually used translation technique, the teacher gave some vocabularies for the students and asks them to translate or memorize vocabularies. This teaching technique made students bored because it was monotonous technique. The students did not feel

⁴ Scott Thornbury, *How to Teach Vocabulary*, (New York: Longman, 2002), p. 13.

interested and enjoyable when learning the material so they felt so difficult in mastering vocabulary. The students' average Score of Vocabulary Mastery test can be seen in the table below:

Table I
The English Vocabulary Score of Students at the Eighth Grade
Of MTs Miftahul Ulum Kotabaru Padangratu

No	Score	The Number Of Students	Percentage
1	≥ 70	42	42%
2	< 70	58	58%
Total		100	100%

Source: Document of the Eighth Grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung

Based on table above, it can be known that achievement from students in MTs Miftahul Ulum Kotabaru Padangratu Central Lampung is still not yet optimal, namely only 42% of the students achieve complete while 58% of them not yet complete based on criteria minimum mastery (KKM) used in the MTs Mitahul Ulum Kotabaru Padangratu Centar lampung that is 70, so the students have difficulty in vocabulary Mastery.

The lack of vocabulary probably can be solved by some various methods and techniques that are used by the teachers in presenting the material. In the class room, the teacher can use various methods and techniques in order to make the students easy to memorize the vocabulary that they have learnt. Besides, by using various methods and techniques, the students' motivation can be increased. Thus, it is more enjoyable to the teacher to teach vocabulary and the students' vocabulary mastery will be improved.

As a good teacher he or she must be able to find a good way in teaching learning process, so one of the interesting and attractive ways in teaching vocabulary is by using talking stick. According to Brown, talking Stick is a technique in the learning process by a stick, student who gets the stick must answer the question by the teacher. This technique gives an alternative manner to refresh and to add vocabulary in more enjoyable way.⁵ From the statements above the researcher concluded that taking stick can be used as alternative technique to refresh and to add vocabulary in more enjoyable way.

Talking Stick technique is a suitable technique to be used in teaching. First, the students feel happy, enjoyable and interested. As the result, teacher can easily manage the students in the learning process. Second, the students become more active in doing activities such as; answering teacher's questions, listening, speaking and working together with their friends, so they do not feel bored in their study. Finally student can improve their confidence in learning English, the students can enjoy study in the class and students are motivated to be active students.

This is supported by a former research conducted by Fitriya Sari which entitles, The Influence of Using Talking Stick towards Students' Speaking Ability at The First Semester of The Tenth Grade of MAN 1 Pesawaran in 2015/2016 Academic Year. In this research, the researcher takes this research about this case. This study is mainly aimed to identify the influence of talking stick towards students' speaking ability at

⁵FitriyaSari., "The Influence of Talking Stick Towards Students' Speaking Ability at The First Semester of The Tenth Grade of MAN 1 Pesawaran in 2015/2016 Academic Year", 2015, p.6, Unpublished.

the first semester of tenth grade of MAN 1 Pesawaran. As the result, there was an influence of talking stick towards students' speaking ability. Talking stick not only influences students' speaking ability but also students tend to be more enthusiastic and the condition of the class was so fun and interesting for both students and teacher.⁶ According to Fulcher, there are five components that should be mastered in speaking skill. They are pronunciation, grammar, vocabulary, fluency, and comprehension⁷, so the researcher assumes that talking stick also can influence students' vocabulary mastery.

From the explanation above, the researcher was interested in finding out whether Talking Stick can improve students vocabulary mastery. Therefore, this research is entitled: The Influence of Using Talking Stick towards Students' Vocabulary Mastery at The First Semester of The Eighth Grade of MTs Miftahul Ulum Kotabaru Padangratu in 2016/2017 Academic Year.

B. Identification of the problem

Based on the background before, the researcher identifies the problem as follows:

1. The students found difficulties in mastering the vocabulary.
2. Students' motivation to learn English is still low
3. The teacher's technique does not make the students interested in the lesson
4. The teacher uses monotonous way in teaching vocabulary

⁶*Ibid*, p. 41.

⁷Glenn Fulcher, *Testing Second Language Speaking*, (New York: Longman, 2003), p.226.

C. The limitation of the problem

Based on the background of the problem and the identification of the problem in this research, the researcher limits the research only on the use of talking stick of teaching vocabulary especially about word meaning and word grammar specific about, noun verb and adjective at the eighth grade students of MTs Miftahul ulum Kotabaru Padangratu in 2016/2017 academic year.

D. Formulation of the Problem

Based on the identification and the limitation of the problem above, the researcher formulates the problem as follows: Is there any significant influence of using talking stick towards students' vocabulary mastery at the first semester of the eighth grade of MTs Miftahul Ulum Kotabaru Padangratu in 2016/2017 Academic Year?

E. Objectives of the Research

Objective of the research is to know whether there is significant influence of using talking stick towards students' vocabulary mastery at the first semester of the eighth grade of MTs Miftahul Ulum Kotabaru Padangratu in 2016/2017 Academic Year.

F. Uses of the Research

1. Practically, the result of the research to determine the extent of the talking stick technique improved students' vocabulary mastery.
2. Theoretically, the result of this research to give information to the English teacher about teaching English by using talking stick and its influence towards

students' vocabulary mastery and to motivate the students of MTs Miftahul Ulum Kotabaru Padangratu in studying English.

G. The Scope of the Research

a. Subject of the Research

The subject of the research was the students at the eighth grade of MTs Miftahul Ulum Kotabaru Central Lampung in 2016/2017 academic year.

b. Object of the research

The objects of the research were the use of talking stick technique and students' vocabulary mastery.

c. Time of the Research

The research was conducted at the first semester.

d. Place of the Research

The research was conducted at MTs Miftahul Ulum Kotabaru Padangratu Central Lampung.

CHAPTER II

FRAME OF THEORY, THINKING, AND HYPOTHESIS

A. Frame of Theory

1. Teaching English As A Foreign Language

Teaching is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and continually. For the reason, it is necessary for having a good management in teaching. It should be considered about the ability of the teacher in managing the class, his skills, and also the professionalism of the teacher so that teaching goal can be achieved. In addition, teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. Our understanding of how the learners learn will determine our philosophy of education, teaching style, approach, methods, games and classroom technique. According to Harmer, teaching means to give (someone) knowledge or to instruct or to train (someone)¹, it means that to show somebody how to do something or to change somebody's ideas.

Setiyadi states, "The way to teach English as a second language is not necessarily different from the way to teach English as a foreign language."² In fact, teaching English in the countries where English is only a foreign language may differs to teach

¹Jeremy Harmer, *The Practice of English Teaching*, (London: Longman, 1991), p. 56.

²Ag.BambangSetiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.21.

English in the countries where English is a second language and it also differs to teach English in the countries where English is a native language.

Most of people in United Kingdom, English is the native language. Therefore, they speak English for daily communication. While in Malaysia, English is their second language because they are not only speak their native language, but also English. Indonesian people only learn English in the class or their school. Therefore there are only some people who speak English. In Indonesia, English is taught as the first foreign language. As a foreign language, English is not used for daily communication.

Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.³ It means that students who learned English as a foreign language have little opportunities to use their English in real life situation

English language as an international language in the world has a big affect in human life in the world. In this era globalization, English have a very important position almost in every aspect of our life, likely: jobs, technology, science, social, cultural, business, etc.

³David Wilkins, *Linguistics in Language Teaching*, (London: Edward Arnold Publisher, 1980), p. 7.

Learning is a process of change from not knowing to knowing. According to Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in behavioral tendency and the result of reinforced practice.⁴ In addition, learning involves activeness, conscious focus on and acting upon events outside or inside the organism, and also some forms of practices, perhaps reinforced practices.

In teaching and learning process, the foreign language provides students with the skills which enable them to communicate orally with the teachers or other people who have learned the language. According to Richard and Rodgers “There are three processes in learning a language, receiving the knowledge or material, fixing in the memory by repetition, and using in the actual practice until it, become a personal skill”.⁵ It means that from the transferring process the material, students who learn a language is expected to be a person has a lot of the knowledge.

Based on the explanation before, the researcher concludes that teaching English is art of transferring knowledge from the teacher to the students or to give somebody knowledge by using some creative ways in transferring the knowledge and learning is the process of the students to understand and master the lesson or the subject that the

⁴H. Douglas Brown, *The Principle of Language Learning and Teaching*, (New Jersey: Prentice Hall, 2000), p. 7.

⁵Jack C Richard and Theodore S. Rodgers, *Approach and Methods in Language Teaching second edition*, (Cambridge: University press, 2001), p. 41.

teacher give to them. In addition, teaching English should be put as the first priority to achieve the goal of teaching English.

2. Concept of Vocabulary

a. Definition of Vocabulary

Some definitions of vocabulary are proposed by some experts. According to Heibert and Kamil, vocabulary is “set of words for which know the meanings when we speak or read orally and the set of words also that an individual can use in writing”.⁶ It means that vocabulary is very important factors of language component that always be used both oral and written form. We can do anything in listening, speaking, reading, and writing without vocabulary. If we have vocabulary we need, it is easy for us to communicate with the other people.

According to Webster,” Vocabulary is a bank of number of words in a language or list of words with their meanings.”⁷ It means that vocabulary is total number of word whose meaning of those words must be understood and organize the words of language is by use the use of rules. So it is clear that vocabulary must exist in a language.

Richard and Renandya states that vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen,

⁶Elfrieda H. Hiebert, and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (New Jersey: Mahwah, 2005), p. 3.

⁷Webster, *The New Webster Dictionary of Current English*, (New York: Oxford University Press, 1988), p. 23.

read and write.⁸ It means that the first thing people should learn is vocabulary because with vocabulary people can learn the language skill easier and will be useful for the process of achieving language teaching objectives.

Then, Hornby states that vocabulary is the total numbers of words which (with rules of combining them) make up a language.⁹ It means that vocabulary is basic elements of language in form of words in which it will make a language meaningful.

Cameron states that vocabulary is to know a word if they can recognize its meaning when they see it.¹⁰ It means that in learning vocabulary we have to know the meaning of the word and also understand moreover can use it in sentence context.

Based on the ideas above the researcher concludes that vocabulary is the most important component of language that become the basic of English skill that should be mastered by the learner both in speaking and written communication. Therefore we have to learn vocabulary because words or vocabulary is essential element that can influence other elements and skill in language.

⁸Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching, an Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 255.

⁹A.S. Hornby. *Oxford Advanced Learners Dictionary of Current English*, (London: Oxford University Press, 1995), p. 1331.

¹⁰Lyne Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University Press, 2001), p. 75.

b. Types of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. One of explanation is explained by Thornburry. He explained that there are at least four types of vocabulary.¹¹ There is adverb, adjective, noun, and verb. Those can describe as follows:

1) Adverb

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs.¹² It means that adverb can be used to describe or modify verbs, adjectives, and other adverbs. While Sjah and Enong state that adverb is a word that explain about how, where and when a thing happen.¹³ It mean that adverb related with the how the process, time, and where the thing happen. Examples: now, tomorrow, certainly, maybe and others.

From the statements before it can conclude that adverb is a word that modify verbs, adjectives, and other adverbs and can explained how, when, and where a thing happen, for example : now tomorrow certainly, maybe, and other.

2) Adjective

There are some definitions of adjective that proposed by the experts. Frank states that adjective is modifier that has the grammatical property of

¹¹Scott Thornburry, *How to Teach Vocabulary*, (London: Longman, 2002), p. 4.

¹²Marcella Frank, *Modern English a Practical Reference Guide*, (New York: New York University, 1972), p. 141.

¹³Djalinus Sjah, and Azimar Enong, *Modern English Grammar*, (Jakarta: Cv Simplex, 1977), p. 72.

comparison.¹⁴ It is often identified by special derivational endings or by special adverbial modifiers that precede it. It most usual positions as well. While Sjah and Enong state that adjective is a word that uses to expand and narrow the meaning of noun.¹⁵ It means that adjective is word that describe noun. For example: beautiful, good, small, and others.

From the statements before, it can be concluded that adjectives is a word that describe noun and has the grammatical property of comparison. For example: beautiful, good, small and others.

3) Noun

There are some definitions about noun that proposed by the expert. Frank states that noun is one of the most important parts of speech.¹⁶ It's arrangement with the verb helps to form the sentence core which is essential to every complete sentence. While Sjah and Enong state that noun is a word used to name people, place, plant, object, animal, quality and abstract concepts.¹⁷ It means that noun is relates with name of something like place, plant, people, and others. For examples: John, student, house, chair, rose, cat, honesty and others.

¹⁴Marcella Frank, *Op. Cit*, p. 109.

¹⁵Djalinus Sjah, and Azimar Enong, *Op. Cit*, p. 27.

¹⁶Marcella Frank, *Op. Cit*, p. 6.

¹⁷Djalinus Sjah, and Azimar Enong, *Op. Cit*. P.15

From the statements before, can be conclude that noun is one of the most important parts of speech that can use to name people, place, plant, object, animal, quality and abstract concepts

4) Verb

There are some definitions about verb that proposed by the expert. Frank states that verb is the most complex part of speech.¹⁸ Its varying arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamations, like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. While Sjah and Enong state that verb is a word that is showed measured and condition of a thing.¹⁹ It means that verb can use to show the measure and condition of thing. For example: write, read, listen, and others.

From the statements before it can be concluded that verb is a word that the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number, properties which require agreement with the subject.

5) Pronouns

Pronouns make up a small class of words of very high frequency. The traditional definition of a pronoun as “a word that takes the place of a noun”

¹⁸Marcella Frank, *Op. Cit*, p. 47.

¹⁹Djalinus Sjah, and Azimar Enong, *Op. Cit*, p. 30.

is applicable to some types of pronouns but not to others.²⁰ Those pronouns that are actual substitutes may refer not only to a preceding noun- its antecedent- but to a larger part of a discourse that precedes. Those pronouns that are not substitutes may simply have indefinite reference or express indefinite quantity.

6) Preposition

The preposition is classified as part of speech in traditional grammar.²¹ However, prepositions as well as conjunctions differ from other parts of speech in that (1) Each is composed of a small class of words that have no formal characteristic endings (2) Each signals syntactic structures that function as one of the other parts of speech. Prepositions range in meaning from such definite semantic notions as time, place, etc., to such purely structural meanings as those shaped by the subject-verb-complement relationship.

7) Conjunctions

The coordinate conjunction joins structural units that are equal grammatically.²² It means that the term compound means consisting of two independent elements that have been joined together to form a larger unit. This term is a source of difficulty in grammar because it is applied not only to separate grammatical items joined by a coordinate conjunction (men and

²⁰ Marcella Frank, *Op. Cit.*, p. 18

²¹ *Ibid*, p. 162

²² *Ibid*, p. 206

women), but to word groups combined into a single vocabulary unit. In addition, the term compound sometimes also refers to phrasal prepositions, phrasal conjunctions or verb phrases.

8) Determiner (Articles)

The two articles are *the* and *a*. *The* may be used with a singular or a plural noun; *a* is generally used a singular countable noun.²³ Each of the articles undergoes a change before a word beginning with a vowel sound. The chief structural function of articles is as determiners that precede nouns. The signals a particular person or thing that has been singled out from others: the student sitting next to you. A signal an unspecified one of others: a student sitting in the front row.

From the explanation above can be concluded they are many kind of vocabulary that should be mastered by the learner including, adverb, adjective, noun, verb, pronouns, preposition, conjunction and determiner (articles). All the types of vocabulary need to be known and learnt for the successful of mastering.

c. Concept of Vocabulary Mastery

Based on previous explanation about the definition of vocabulary, Hornby stated that vocabulary is the total number of words which make up a language.²⁴ It

²³*Ibid*, p.125.

²⁴A.S. Hornby, *Op. Cit.*, p. 461.

means that vocabulary is basic elements of language in form of words in which it will make a language meaningful.

Mastery means understanding well or simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered. According to Guskey “Mastery is a term that all educators use and believe they understand well. But when pressed to describe precisely what it means to master a concept, skill or subject everyone has a different definition”.²⁵ It can be concluded that vocabulary mastery is a complete skill of the students to understand well and communicate by using words they have learned.

From the statement above, the researcher assumes that vocabulary mastery in this researcher is students’ ability to comprehend and use the properties of word in English, and this research will focus on students’ ability to comprehend and use the properties of noun, verb and adjective words.

Shejbalova stated that generally, knowing a word involves knowing its form and its meaning at the basic level. In deeper aspects it means the abilities to know its :

1. Meaning : relate the word to an appropriate object or context

²⁵Thomas R Guskey, *Educational Leadership*, (Cambridge: Cambridge University Press, 1994), p. 1.

2. Usage : knowledge of collocations, metaphors and idioms, as well as style and register (the appropriate level of formality), to be aware of any connotations and associations the word might have
3. Word formation : ability to spell and pronounce the word correctly, to know any derivations (acceptable prefixes and suffixes)
4. Grammar : to use it in the appropriate grammatical form.²⁶

In Addition, Harmer states, there are four basic aspects that students need to learn new vocabulary items:²⁷

1. Word Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word 'head', for example, sometimes means a top of human body, but it can also mean the leader of office e.g. headmaster. The other facts sometimes word has meaning in relation such as antonym and synonym. Thus students need to know the meaning of *vegetable* as a word to describe any one of other thing e.g. carrots, cabbage, potatoes, etc. *Vegetable* has a general meaning whereas is more specific.

2. Word Use

It is frequently stretched through the set of metaphor and idiom. We know that the word *hiss* for example, describe the noise that snakes make. But we

²⁶Dana Shejbalova, *Methods and Approaches in Vocabulary Teaching and Thier Influence on Students' Acquisition*, (Masaryk: Masaryk University, 2006), p.10.

²⁷Jeremy Harmer, *Op. Cit.*, p. 18.

stretch its meaning to describe the way people talk to each other (*“don’t move or you’re dead”*, she hissed). That’s metaphorical use, at the same time, we can talk about treacherous people as snake (*He’s a real snake in the grass*). *Snake in the grass* is a fixed phrase that has become an idiom, like countless other phrase such as raining cats and dogs, my house is castle, etc.

3. Word Formation

Students have to know things about word formation and how to change words to be compatible with different grammatical context. Word formation is also connected with suffixes and prefixes (im-, or in) such as in *imperfect* and *perfect*, *inappropriate* and *appropriate*, etc. word formation then means knowing how words are written and spoken form. The students need to know how words are spelt and how they sound. For example, there is a clear relationship between the words death and dead, dying and die, etc

4. Word Grammar

The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.

d. Vocabulary Size for English Speaker

According to guidelines of School-based curriculum (KTSP) the purpose of teaching English is students can communicate in English and develop English language skills of reading, listening, speaking, and writing. Vocabulary size for junior high school to communicate at least 1000 word.²⁸ The researcher concluded that minimum word size for junior high school is 1000 word to communicate in English language

According to Thornbury, most researchers nowadays recommend a basic vocabulary of at least 3000 word families while for more specialized needs a working of over 5000 word families is probably desirable.²⁹ Knowing approximately 3000 high-frequency and general academic word is significant because this amount will help the speakers to utterance words easily, fluently and good refers to the important of vocabulary to be mastered. Beside that some researcher state that vocabulary sizes average increase of around 1,000 word families a year.³⁰

²⁸Bambang Yudi Cahyono and Utami Widiati, "The Teaching of EFL Vocabulary in the Indonesian Context: the state of the Art", *TEFLIN Journal, Volume 19 No 1*, 2008, p.7

²⁹Scott Thornbury, *Op Cit.*, p21.

³⁰Paul Nation ,et.al, Measuring the Vocabulary Size of Native Speakers of English in New Zealand Secondary Schools, *New Zealand Association for Research in Education* , 2015, p. 11

Following Taiwan's Ministry of Education guide that set vocabulary goal of 2,000 Basic English words for primary and secondary schools.³¹ It was therefore presumed that in order to pass the senior high school examination a student had to have a vocabulary size of at least 2,000 words. It means that student senior high school must have at least 2000 words to pass an examination.

Based explanation above the researcher assumes that the purpose of teaching English is students can communicate in English with vocabulary mastery 1000 for junior high school and 2000 vocabulary for senior high school and 3000 word for effective speaking at the university level whereas 5000 words indicated likely academic success.

3. Concept of Cooperative Learning

According to Richard and Rogers cooperative learning is an approach that makes maximum use of cooperative activity involving pairs and small groups of learners in the classroom.³² It means that in cooperative learning the student work in a group. Bruffee suggests that cooperative learning is a systematic teaching and learning strategy that encourages small groups of students to work together for the achievement of a common goal.³³ In other words, cooperative learning is a teaching

³¹Furqanul Aziez, "Examining the Vocabulary Levels of Indonesia's English National Examination Texts", *Asian EFL Journal. Professional Teaching Articles*, 2011, Vol. 51, p.19

³² Jack C Richard and Theodore S. Rodgers, *Op Cit.*, p. 192

³³Sutanto Leo, *A Challenging Book to Practice Teaching in English*, (Yogyakarta: Penerbitandi, 2013), p.98.

method by which learners study by helping one another in small groups in their learning process in order to achieve a common objective.

Cooperative learning is teaching strategy in which small groups each member has different level of ability. According to Suprijono there are 29 techniques in cooperative learning. Talking stick is one of the techniques.³⁴

Based on explanation the researcher conclude that cooperative learning is teaching method by helping one another in a small group to work together for the achievement of a common goal.

4. Concept of Talking Stick

a. Definition of Talking Stick

According to Fall and Levitov says that the talking stick, a wooden stick embellished with carvings, paintings, or items from nature is used as an object representing truth and understanding as powerful agents of learning, change, and growth.³⁵ It can be concluded that talking stick is technique that uses wooden stick as a media for students to representing truth and understanding the material.

Meanwhile, Suprijono states that talking stick is one technique that can be used in innovative learning techniques that are learner-centered. Talking stick is a technique

³⁴Agus Suprijono, *Cooperative Learning: Teori & Aplikasi Paikem*, (Yogyakarta: Pustaka Pelajar, 2009), p. 109.

³⁵Fitria Arbaina, "The Reading Ability of Recount Text of Eight Grade students of SMP N 1 Mejubo in Academic Year 2013/2014 Taught by Using Group Work With Talking Stick", (Kudus: University of Muria Kudus, 2014) , p.18.

with the help of a cane, who's holding the stick, have to answer question from the teacher after the students learn the material anyways.³⁶ It means that talking stick is kind of cooperative learning. This technique in order to make the students participate, develop their confidence and be more active in the learning process because student who holding the stick must answer question from the teacher.

Ramdhan states that talking stick is a technique carried out with the aid of a cane, who holding the stick shall answer the questions of the teacher after students learn the material anyway.³⁷ The researcher assumes that this technique uses a stick in learning process and students must answer the teacher's questions to review the material that have learned.

According to Brown, talking stick technique is a technique in the learning process by a stick, student who gets the stick must answer the question by the teacher. This technique gives an alternative manner to refresh and to add vocabulary in a more enjoyable way.³⁸ It means that talking stick is technique in learning process that can use an alternative manner to refresh and to add vocabulary for students by answer the teacher's questions.

Locust state that talking stick has been used for centuries by many Indian tribes as a means of just and impartial hearing. The talking stick was commonly used in council

³⁶ Agus Suprijono, *Op Cit.*, p. 109.

³⁷ Erpina, et.al "Pengaruh Kooperatif Teknik Talking Stick Terhadap Hasil pembelajaran Pendidikan dan Kewarganegaraan di SD", *Journal Education*, 2004, p.3

³⁸ Fitriya Sari, *Op. Cit*, p. 17.

circles to decide who had the right to speak. When matters of great concern would come before the council, the leading elder would hold the talking stick, and begin the discussion. When he would finish what he had to say, he would hold out the talking stick, and whoever would speak after him would take it. In this manner, the stick would be passed from one individual to another until all who wanted to speak had done so. The stick was then passed back to the elder for safe keeping.³⁹

Based on the explanation above, the researcher conclude that talking stick technique is one of alternative technique to help the students construct and improve their vocabulary mastery and create fun learning activities in the class with the help of music and stick. Beside that talking stick also can make students responsibility to understand the materials that have learned.

b. Procedure of Talking Stick

The Following is the Procedure teaching by using Talking Stick:

- 1) The teacher prepares the materials and stick.
- 2) The teacher explains the main topic. Then, the students read and learn the materials for several minutes (10 minutes).
- 3) The teacher commands the students to close their books and takes a stick.
- 4) The teacher gives the stick to a student.
- 5) The teacher sings a song or plays music while the stick moves one student to another until the song or music stops.

³⁹Kimberly Fujioka, "The Talking Stick: An American Indian Tradition in the ESL Classroom", *The Internet TESL Journal*, 1998, Vol. IV, No. 9.

- 6) The student who gets the stick must stand up and answer the teacher's questions.
- 7) Then, the stick rolls on again until each student gets the stick and takes part in the learning process.
- 8) Finally, the teacher gives the evaluation and makes conclusion.⁴⁰

Moreover, there is a procedure of talking stick according to Suprijono, the steps for talking stick are as follows:

- 1) The teacher explain about the topic that will be learned
- 2) The teacher give a chance to the student to read and learn about the material
- 3) Teacher ask to the students to close their book
- 4) Teacher take a stick that have prepared before
- 5) The stick given to the student
- 6) Students that hold the stick have to answer the question from the teacher
- 7) When the stick rolls to the students, the teacher plays music.
- 8) Teacher give a chance to the student to give a reflection
- 9) The teacher give evaluation and with the student make a conclusion.⁴¹

c. Strength and the Weakness of Talking Stick

The talking stick technique is one of innovative technique and can express their idea confidently. Every strategy and technique has the strengths and weakness belong to the

⁴⁰ Ahmad Munjin Nasih, and Lilik Nur Kholidah, *Metode dan Teknik Pembelajaran Pendidikan Agama Islam*, (Malang: PT Refika Aditama, 2009), p. 136.

⁴¹ Agus Suprijono, Op. Cit., p.109-110.

talking stick technique. In the opinion of Metra27 PIS, suggests there are some strengths and weakness in talking stick technique is as follows:

a) The strength of Talking Stick

- 1) Stimulate students to train and develop the power of creation.
- 2) Questions Focused.
- 3) Motivating courage and skills of students.
- 4) Cultivate the responsibility and students collaboration.

b) The weakness of Talking Stick

- 1) Students often feel fear.
- 2) It is not easy to make the appropriate questions.
- 3) Time is often wasted.
- 4) Teacher dominates the learning process.
- 5) Students who lack or cannot answer is not necessarily stupid, maybe just the situation and conditions thus pushing learning.⁴²

Although learning technique has advantages and disadvantages talking stick it is expected that teachers can minimize the weaknesses of the learning technique that talking stick can be implemented optimally.

d. Teaching Vocabulary by Using Talking Stick

Teaching learning process insists on the ways of teaching. It means that the way of teaching has an important role. The result of teaching learning process is determined not only by teachers and students' competence but also by appropriate technique.

⁴²Erpina, et.al, *Op. Cit.*, p.3

There are many technique of teaching vocabulary. Not all the technique is very helpful for students. It is the teachers' task to use the appropriate technique of teaching. It does not mean that if a teacher uses one technique, the other technique is not good; the teacher should use the technique that makes the teaching learning process effective.

The researcher uses talking stick as a technique to develop the students' vocabulary mastery with different technique in teaching and learning process. Talking stick is an effective learning technique in learning systems, especially learning the vocabulary mastery, with the application of learning technique talking stick on vocabulary mastery increased the learning process students more active, creative and critical and passionate and motivated in the process teaching and learning. From the procedures before, the researcher modified the procedure of talking stick this research as follows:

- 1) Teacher prepare the material and the stick
- 2) Teacher explain the material and topic
- 3) The students read and learn about the material for several minutes
- 4) Teacher ask to the student to close their book and material
- 5) Teacher take a stick that have prepared before and give the stick to one of the students
- 6) While the stick rolls, the teacher play a music

- 7) Then, students who get the stick when music stopped must stand up and answer the teacher question
- 8) After that the stick rolls on again until each student gets the stick and takes part in the learning process
- 9) Students who cannot answer the teacher question must reviewed the students answered
- 10) Teacher gives evaluation and makes a conclusion with student.

5. Concept of Translation Technique

a. Definition of Translation Technique

Translation is one of activity where someone changes one language to another language. According to Richard and Smith, translation is the process of rendering written language that was procedure in one language (the source language) into another language (the target language), or the target language version that result from the process. Translation in which more emphasis is given to overall meaning than to exact wording is known as free translation. A translation that approximates to a word for-word representation the original is known as a literal translation. A translation that has been produced by a computer is known as a machine translation.⁴³ It means that translation not only did by human, but also can do by the machine like a computer. Translation process is not easy, because source language not only changes into target language, but also translator should be processing the word into a good sentence.

⁴³ Jack C Richards and Richard Smith, *Dictionary of Language Teaching and Applied Linguistics*, (London : Longman), 2002, p.563

According to Schaffner, translation is understood as a linguistics phenomenon as an operation performed on languages. This operation was seen as a process of transcending between source language (SL) and target Language (TL). Translation may define as the replacement of textual material in one language (Target Language).⁴⁴From the definition above, the researcher concluded that translation is a process where the source language or original language is changed into the target language.

Based on definition above the researcher conclude that translation technique is a process where the source language is changed into target language by human or machine like computer.

a. Procedure of Teaching Vocabulary through Translation Technique

Language teachers may develop their own procedures as long as they are in accordance with the characteristic of the translation technique. The following procedure of teaching the target language through the translation technique is adapted from Larsen Freeman.

1. The teacher prepared the material.
2. The class reads a text written in target language.
3. Students translate a passage from the target language to their mother tongue.

⁴⁴ Cristina Schaffner, *The Concept of Norms in Translation Studies*, (Birmingham : Aston University), 1965, p.3

4. The teacher asks students in their native language if they have any questions, student ask questions and the teacher answer the questions in their native language.
5. Students write out the answers to reading comprehension question.
6. Students translate new words from the target language to their mother tongue.
7. Students are given a grammar rule and based on the example they apply the rule by using a new words.
8. Students memorize Vocabulary
9. The teacher asks students to state the grammar rule.
10. Students memorize the rule and errors are corrected by providing the right answers.⁴⁵

The second procedure is taken from Brislin:

1. The class reads a text in the target language
2. Students translate the passage from target language to their mother tongue
3. The teacher ask students if the students had some difficulties word
4. Students translate new words from the target language to their mother tongue
5. Teacher give a grammar rule based on the example they apply the rule by using a new words.⁴⁶

⁴⁵ Diana Larsen and Freeman, *Technique and Principles in Language Teaching*, (Oxford: Oxford University Press), 2000, p. 15-17

⁴⁶ Richard W. Brislin, *Translation : Application and Research*, (New York : Gardner Press Inc, 1979), p.9.

Based on the procedures above, the researcher will modify the procedure. The researcher will change a little bit the procedure of teaching vocabulary by using translation technique. It can be seen as follows:

1. The teacher prepares a material.
2. The teacher gives the material to the students.
3. Students read the text in the target language
4. Teacher ask to the students a difficult word
5. Students translate the text from target language to their mother tongue
6. Students memorize the vocabulary
7. The teacher asks students to state the grammar rule.
8. Students memorize the rule and errors are corrected by providing the right answers.
9. Teacher give conclusion and evaluation

B. Frame of Thinking

Language is very important in our life because language is a tool for communication human being uses language as means in expressing idea, feeling, and expectation to the other people in interaction among them. In learning English context, especially in Indonesia, students are expected to able to use English in speaking. Vocabulary is one way to make any contact or to communication between two person.

Based on previous explanation, the researcher assumes that technique especially

talking stick is an appropriate technique to improve the students' vocabulary mastery and can be as an alternative technique in teaching vocabulary. Students that cannot answer the questions must review all vocabulary that has answer by other students. From this manner students can learn about the correct answer from the other students.

This technique can make students interest in learning English and will give fun in learning process. Because in applying this method teacher can sing a song or plays music while the stick moves one student to another until the song or music stops. It can make students enjoy and interesting in learning process.

Talking Stick technique, while the students can enjoy in learning process students also motivated to study hard and answer teacher questions correctly. The students also can responsibility with the material that has learned.

Based on the theories the researcher also assumes that by using talking stick, the students have more opportunity and more active in the class. The more effective the use of talking stick in teaching vocabulary will be the higher students' vocabulary mastery.

C. Hypothesis

Based on the frame of thinking above, the researcher formulated the hypotheses of the research as follows:

H_a : There is a significant Influence of Using Talking Stick towards Students' Vocabulary Mastery at the First semester of the Eighth Grade of MTs Miftahul Ulum Kotabaru Padangratu in 2016/2017 Academic Year.

H_o : There is no significant Influence of Using Talking Stick towards Students' Vocabulary Mastery at the First semester of the Eighth Grade of MTs Miftahul Ulum Kotabaru Padangratu in 2016/2017 Academic Year.

 pdfelement

CHAPTER III RESEARCH METHDOLOGY

A. Research Design

In this research, the researcher used experimental design. According to Setiyadi, experimental design intended to find the relation of variables in valid which can be used to search the conclusion in general.¹ Then, experimental has three types they are; 1) pre experimental design, this section presents two designs that have been as pre experimental because they provide little or no control of extraneous variable. Unfortunately one finds that design are still used in educational research. 2) True experimental. Setiyadi states that true experimental method has three basic characteristic: a) a control group (or group) is present b) both of the subjects are chosen by random c) initial test is given to see the capabilities of the two groups.² 3) Quasi experimental design includes assignment, but not random assignment of participant to group. This is because the experimenter cannot artificially create groups for the experiment.³

From the statements above, the researcher used quasi experimental research design to know the influence of using talking stick towards student's vocabulary mastery. This design used because if the researcher randomly assigns the students to classes, it

¹Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p. 125.

²*Ibid*, p. 141.

³John W Creswell, *Educational Research* (4th Edition), (Lincoln: University of Nebaska, 2008), p. 309.

would disturb classroom learning. Therefore, when randomized designs are not feasible, the researcher must make use of quasi experimental design.

In this research the researcher used two classes, one as an experimental class that was given treatment by using talking stick and the other one as a control class that was taught by using the technique that has been applied by English teacher there. The research design of the research is illustrates as follows:

Table 2
Randomized subjects Pretest-Posttest Control Group Design

	Group	Pretest	Independent Variable	Posttest
(R)	E	Y_1	X	Y_2
(R)	C	Y_1	O	Y_2

Adapted from Donald Ary

Notes:

E = the first group (Experimental Group)

C = the Second group (Control Group)

X = treatment by using talking stick

O = treatment by using translation technique⁴

B. Variable of The Research

There are two variables of this research; they are independent variable and dependent variable. The independent variable in this research is Talking Stick (X), and the dependent variable in this research is students' vocabulary mastery (Y)

⁴Donald Ary, Lucy Chanser Jacob, and Cris Sorensen, *Introduction to Research in Education* (8th Edition), (Wadsworth: Cengage Learning, 2006), p. 316.

C. Operational Definition of Variable

The operational variable in this research is follows:

1. Independent Variable (X)

Talking stick is a technique with the help of a cane, who is holding the stick have to answer question from the teacher after the students learn the material anyways. Talking Stick used for teaching in MTs Miftahul Ulum Kotabaru Padangratu.

2. Dependent Variable (Y)

The students' vocabulary mastery is their ability to use or understand word of language that they have learned is certain situation which they really have experienced in their lives, including: noun, verb, and adjective.

D. Population, Sample, and Sample Technique

1. Population of Research

Arikunto states that population is the total number of subject research.⁵ In this research the population is all students at the first semester of the eighth grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung. The researcher took the student of eighth grade, which consists of 3 classes and there are 100 students.

⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1993), p. 173.

Table 3
The Total Numbers of the students at the Eighth Grade of MTs Miftahul
Ulum Kotabaru Padangratu Central Lampung in 2016/2017 Academic Year

Class	Genders		Total
	Male	Female	
VIII A	12	21	33
VIII B	14	19	33
VIII C	12	22	34
Total of the students	45	56	100

Source :The data of documentation at the Eighth Grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in 2016/2017

2. Sample of Research

According to Arikunto, sample is several or representation of population of research.⁶ The samples of this research are two classes. One class as the experimental class which the students was taught by using talking stick, another class as control class, which the students was taught by translation technique. Meanwhile, Fraenkel and Wallen states that sample is any part of population of individuals of whom information is obtained. It may for a variety of reasons, be different from the sample originally selected.⁷ In this research the researcher used two classes. They are VIII A as a control class consisting of 33 students and VIII B as an experimental class consisting of 33 students.

3. Sampling Technique of Research

In conducting this research, the researcher took the sample from population of the research by using *Cluster Random Sampling* technique because the population is in

⁶*Ibid*, p.174.

⁷Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (7th edition), (New York: MC Graw-Hill Co.Inc, 2009), p.105.

groups and homogenous. They took randomly by lottery, in which the name of each class written on some pieces of paper and it took only two pieces of paper. One piece of paper as experimental class and the other as control class.

E. Data Collecting Technique

In collecting the data, the researcher used test as the instruments in collecting the data. The test consists of pretest and posttest. The test used to know the student's ability in their vocabulary mastery. In this research the researcher used the data:

1. Pretest

Pretest was done to know the student's vocabulary mastery before the treatments. The test was given to the students. Students have to answer the question and the researcher got score. The scoring based on the correct answer. The result of the test was written in the scoring column on the paper.

2. Posttest

Posttest was done to know the student's vocabulary mastery after they teach by using talking. The system and the difficult of posttest is the same as the pretest, because both of them is used to measure the student's vocabulary mastery by using talking stick in order to know whether there is significant influence of the use of talking stick towards student's vocabulary mastery or not.

F. Instrument of the Research

The research instrument is a device used by researcher in collecting data by which the work is easier as the data are complete and systematic.⁸ In this research, the instrument was test. This test consisted of 50 items for pretest and posttest before validity. It was a multiple choice test with 4 options, A, B, C, and D. The purpose of the test is to measure their influence of using talking stick towards students' vocabulary mastery. The specification of vocabulary test can be seen on the table below:

Table 4
The Items of Test for Pre test and Post test before Validity Test

Aspect	Subject	Odd	Even	Total	Distribution	
					Odd	Even
Word Meaning	Noun	5	4	9	1,7,23,41,49	8,24,36,40
	Verb	4	4	8	9,21,33,35	2,22,34,36
	Adjective	4	4	8	3,19,31,47	10,20,32,44
Word Grammar	Noun	4	4	8	11,17,29,45	4,18,30,38
	Verb	4	4	8	5,15,27,37	12,16,28,48
	Adjective	4	5	9	13,25,39,43	6,14,26,42,50
Total		25	25	40	25	25
		50			50	

Based on the table 4 above, the pretest items before validity with 2 aspect: Word meaning and word grammar. In aspect word meaning in subject noun are 9 items consisting of 4 even numbers and 5 odd numbers; in subject verb are 8 items consisting of 4 even number and 4 odd numbers; in subject adjective are 8 items consisting of 4 even number and 4 odd numbers. Besides that, in the aspect of word

⁸Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2007), p. 155.

grammar, noun there are 8 items consisting 4 even numbers and 4 odd number, in subject verb there are 8 items consisting 4 even number and 4 odd numbers and in adjective subject there are 9 items consisting of 5 even numbers and 4 odd numbers. The total of the pretest item before validity are 50 items with 20 even numbers and 20 odd numbers.

In this research, researcher use same question for pretest and post test. Material for pretest and pretest are about descriptive text. The researcher assumes that same question for pretest and pretest, researcher can see that significant influence before and after give a treatment with a same questions. Besides that the researcher also can know the influence of the technique towards students' vocabulary mastery.

Table 5
The Items of Test for Pre test and Post test After Validity Test

Aspect	Subject	Odd	Even	Total	Distribution	
					Odd	Even
Word Meaning	Noun	5	4	9	1,7,19,31,39	6,18,30,26
	Verb	0	2	2		8,36
	Adjective	4	4	8	9, 17,25,37	2,16,24,34
Word Grammar	Noun	4	4	8	3,15,23,35	10,14,22,38
	Verb	4	3	7	11,13,21,27	4, 20,38
	Adjective	3	3	6	5,29,33	12,32,40
Total		20	20	40	20	20
		40			40	

Based on the table 4 above, the pretest items before validity with 2 aspect: Word meaning and word grammar. In aspect word meaning in subject noun are 9 items consisting of 4 even numbers and 5 odd numbers; in subject verb are 2 items consisting of 2 even number and 0 odd numbers; in subject adjective are 8 items

consisting of 4 even number and 4 odd numbers. Besides that, in the aspect of word grammar, noun there are 8 items consisting 4 even numbers and 4 odd number, in subject verb there are 7 items consisting 3 even number and 4 odd numbers and in adjective subject there are 6 items consisting of 3 even numbers and 3 odd numbers. The total of the pretest item after validity are 40 items with 20 even numbers and 20 odd numbers.

G. Research Procedure

There are three procedures that was done by the researcher, they are:

1. Planning

Before applying the research procedure, the researcher made some planning to run the application well. There were some steps that should be planned by the researcher. The procedure of making planning of this research can be seen as follows:

a. Determining the subject

The researcher determined the subject; in this phase the researcher chose the eighth grade students of MTs Miftahul Ulum Kotabaru Padangratu as the subject of the research. There was one class taken as experimental class and the other class as the control class. Experimental class was taught by talking stick and control class was taught by translation technique.

b. Preparing the tryout and Analyzing the data

The researcher prepared a kind of test (called tryout test) that was given to the students. The researcher prepared try out test for pretest and posttest, the total number

of test is 40 items. After the tryout was given to the students, the researcher analyzed the data that get from tryout to evaluate the test items to get good items that would be tested in pretest and posttest.

c. Preparing the pretest

The researcher prepared a kind of test (called pretest) that was given to the students. The researcher used the test instrument which has already been tried out and validated.

d. Determining the material to be taught

The researcher determined the material that was taught to the students. It is about vocabulary. It consists of noun, verb and adjective.

e. Preparing the posttest

The researcher prepared a kind of test (called posttest) that was given to the students. By giving the posttest, the researcher knew whether the students improved their vocabulary mastery or not.

2. Application

After making the planning, the researcher tried to apply the research procedure that has been already planned. There were some steps in doing this research:

a. In the first session, the researcher gave tryout

This test was multiple choice that consists of 40 items with 4 options a, b, c and d.

b. In the second session, the researcher gave pretest

The test was multiple choices with 4 options a, b, c, and d. The total number of test item was 40. It was determined by the validity and reliability analysis of the tryout. It means that only the valid and reliable test items were used in the pretest.

c. Third session, after giving the pre test to the students, the researcher conducted the treatments in experimental and control class. In experimental class the researcher gave the treatments by using talking stick technique. While in control class the researcher conduct the treatments by using translation technique.

d. In the last session, the researcher gave the post test

The test was multiple choice tests with 4 options, a, b, c, and d. the total number of test item was 40. The researcher used the same questions in the pretest and posttest.

3. Reporting

The last point that had to be done in the research procedure was reporting. There were two steps done in reporting. The steps are as follows:

- a. Analyzing the data that already received from pre-test and post-test.
- b. Making a report on the findings.

H. Scoring System

Before getting the score, the researcher determined the procedure to be used in scoring the students' work. In order to do that, the researcher used Arikunto's

formula.⁹ The ideal highest score is 100. The scores of pre-test and post-test were calculated by using the following formula:

$$S = \frac{r}{n} 100$$

Notes:

S : The score of the test

r : The total of the right answer.

n : The total items.

I. Validity and Reliability

To know whether the test is good or not, some criterion should be considered. The criteria of a good test are validity (content validity and construct validity) and reliability.

1. Validity of the test

Validity is the development of sound evidence to demonstrate that the test interpretation (scores about the concept or construct that the test is assumed to measure) matches its proposed use.¹⁰ A test is valid if the test can really test what needs to be tested correctly. In other words, it has high accuracy to measure the aspect that needs to be measured.

⁹Suharsimi Arikunto, *Op. Cit*, p. 271.

¹⁰John W Creswell, *Op. Cit*, p. 159.

a. Content validity

According to Setiyadi content validity associated with all the test items contained in a measuring instrument.¹¹ To get the content validity, the test will adapt with the students' book. The test was determined according to the material that teaches to the students. It means the test have content validity since the test is a good representation of material studied in classroom.

b. Construct validity

Construct validity is a second category of validity that teacher must be aware of in considering language test. It means that the items should really show whether they have mastered the vocabulary or not. The test items should really measure the student's vocabulary mastery. An instrument can be called valid when it can measure what is wanted. To measure the validity of the instrument, the researcher used construct validity. In this case the researcher was consulted with the senior teacher of MTs Miftahul Ulum Kotabaru Padangratu Central to check and measure the validity of the instrument. By considering by three types of words, noun, verb, adjective

c. Internal Validity

After scoring the tryout test, item analysis is carried out to find out the effectiveness of the items. In internal validity, the researcher was done the items analysis. Item analysis discussed two main things. They are item difficulties and discriminating power.

¹¹Ag.BambangSetiyadi, *Op. Cit*, p.22

1) Item difficulties

The item difficulties estimate how students are able to answer the test item correctly or not. If most students are able to answer the item correctly, it means that the item is too easy. If the items are too easy or difficult, the item should be revised. In this research, the researcher used *Anates* to calculate the data obtained from the tryout to find out the item difficulty of each items.

2) Discriminating Power

The item discrimination analysis indicates that the items discriminate able students from less able students. In this research, the researcher used *Anates* to calculate the data obtained from the try out to find out the item discrimination of each item.

2. Reliability of the test

Reliability refers to whether the test is consistent in its scoring and gives us an indication of how accurate the test score are. Creswell states that reliability means that scores from an instrument are stable and consistent.¹² A test is reliable if the test is able to give constant result even though the test is given repeatedly to the same individuals or sample.

Reliable test is consistent and dependable. The issue of reliability of a test may best be addressed by considering a numbers of factors that may contribute to the

¹²John W Creswell, *Op. Cit*, p. 159.

unreliability of the test. Consider the following possibilities fluctuations in the students in scoring, in test administration and in the test itself. In this research, the researcher used *Anates* to calculate the reliability of the test.

J. Data analysis

To analyze the data, the researcher used parametric statistic. In the parametric statistics, there are assumptions which must be fulfilled; they are normality and homogeneity test.

1. Fulfillment of the Assumptions

Parametric statistical significances test, such as analysis of variance and least squares regression are widely used by researchers in many disciplines, including, statistics parametric test to produce accurate result, the assumption underlying them such as normality and homogeneity test must be satisfied.

a. Normality of the test

The researcher used normality test to know whether the data have a normal distributed or not.¹³ In this study the researcher used statistical computation by using SPSS (Statistical Package for social Science) for normality of test.

The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distribution.

H_a : the data are not normally distribution.

While the criteria for acceptance of the normality test is as follow:

¹³Ag. Bambang Setiyadi, *Op. Cit*, p. 169.

H_0 is accepted if $\text{Sig (Pvalue)} > \alpha = 0.05$

H_a is accepted if $\text{Sig (Pvalue)} < \alpha = 0.05$

b. Homogeneity of the test

After the normality test, the researcher determined the homogeneity of the test. Homogeneity test used to know whether the data in experimental class and control class are homogeneous or not. In this study the researcher used statistical computation by using SPSS (Statistical Package for the Social Science) for homogeneity of test. The test of homogeneity employing Levene's Test

The hypotheses are:

H_0 : the variance of the data is homogenous

H_a : the variance of the data is not homogenous

While the criteria for acceptance of the normality test is as follow:

H_0 is accepted if $\text{Sig (Pvalue)} > \alpha = 0.05$

H_a is accepted if $\text{Sig (Pvalue)} < \alpha = 0.05$

2. Hypothetical test

If the fulfillment of the assumptions normality test and homogeneity test are fulfilled, the researcher used t-test. In this case, the researcher used statistical computation by using SPSS (Statistical Package for the Social Science) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypotheses are:

H_a : there is a significant influence of the use talking stick towards students' vocabulary mastery.

H_o : there is no significant influence of the use talking stick towards students' vocabulary mastery.

While the criteria of acceptance for the hypothesis is as follow:

H_o is accepted if $\text{Sig (Pvalue)} > \alpha = 0.05$

H_a is accepted if $\text{Sig (Pvalue)} < \alpha = 0.05$



CHAPTER IV RESULT AND DISCUSSION

A. Description of MTs Miftahul Ulum Kotabaru

1. The Brief Story of MTs Miftahul Ulum Kotabaru Padangratu

MTs Miftahul Ulum Kotabaru Padangratu is located on Jl. Majenang Kotabaru Padangratu Central Lampung. MTs Miftahul Ulum Kotabaru was established in 1988. The principal of MTs Miftahul Ulum Kotabaru has been changed for eight times. The following are the name of principals of MTs Miftahul Ulum Kotabaru:

1. Muhammad Zunaidi, Am.Pd became headmaster from 1988-1992.
2. Subardi, Am.Pd became headmaster from 1992-1996.
3. Edy Tohadi, S.Ag became headmaster from 1996- 2000.
4. Suhadi, S.Pd became headmaster from 2000- 2004.
5. Purwadi, S.Ag became headmaster from 2004-2008
6. Hi. Edy Tohadi M.Pd.I became headmaster from 2008-2013.
7. Sa'adah, S.Pd.I became headmaster from 2013-juni 2016.
8. Tasiran JP, S.Pd.I Became headmaster from july 2016-now.

The activities of teaching learning process in MTs Miftahul Ulum were done in the morning. The class is began at 07.30 a.m and ended at 14.30 p.m.

2. Conditions of Teachers and Students of MTs Miftahul Ulum Kotabaru

MTs Miftahul Ulum Kotabaru Padangratu had 26 teachers including 13 female and 13 male teachers. The entire teachers were graduated from bachelor degree the data

about number of the teachers of MTs Miftahul Ulum Kotabaru Padangratu can be seen in Table 6:

Table 6
The Number of Teacher in MTs Miftahul Ulum Kotabaru Padangratu
In 2016/2017 Academic Year

No	Nama	Pendidikan	Mata Pelajaran
1	Sa'adah S.Pd.I	S.1 Tarbiyah	B. Indonesia
2	Tanto,S.Pd.I	S.1 Tarbiyah	Fiqih
3	Makbul,A.Md	S.1 Tarbiyah	MTK
4	Muh. Mursyid,S.Pd.I	S.1 Tarbiyah	Prakarya
5	Drs.Zainal Arifin	S.1 Tarbiyah	SKI
6	Tasiran JP,S.Pd.I	S.1 Tarbiyah	Aqidah Akhlak
7	Kurniati, S.Pd	S.1 Pendidikan	B.Indonesia
8	Siti Aisiah,S.Pd.I	S.1 Tarbiyah	PKN
9	Siti Munawaroh,S.Pd.I	S.1 Tarbiyah	Qur'an Hadist
10	M.Fadli,S.Sos., S.Pd	S.1 Tarbiyah	IPS
11	Siti Maryam,S.Pd.I	S.1 Tarbiyah	B. Lampung
12	Mafud Sidiq, S.Pd.I	S.1 Tarbiyah	TINKOM
13	Asyalisul Uswatun Hasanah,S.Pd	S.1 Tarbiyah	B.Ingggris
14	Hilman Iskandar,S.Pd.I	S.1 Tarbiyah	SKI
15	Siti Fajriyah,S.Pd.I	S.1 Tarbiyah	Seni Budaya
16	Koharul Mustofa,S.HI	S.1 Hukum Islam	IPS
17	Nurman Fauzi, S.Pd	S.1 Pendidikan	MTK
18	Siti Nurmalasari,S.Pd.I	S.1 Tarbiyah	B.Indonesia
19	Lia Aprilia,S.Si	S.1 IPA	IPA
20	Iin Indrawati, S.Pd.I	S.1 Tarbiyah	BPI
21	Tuti Agustina, S.Pd.I	S.1 Tarbiyah	B. Arab
22	Bustanul Arifin	S.1 Olahraga	Penjas
23	Lesmono S.Pd	SI Pendidikan	Penjas
24	Siti Nurhasanah S.Pd	SI Pendidikan	MTK
25	Rahmah Purwaningsih S.Pd	S1 Pendidikan	B.Ingggris
26	H.Edy Tohadi, M.Pd.I	S2 Tarbiyah	B .Arab

Source : Document of MTs Miftahul Ulum Kotabaru Padangratu

The Number of Student in MTs Miftahul Ulum Kotabaru Padangratu, can be presented in Table 7:

Table 7
The Number of Student in MTs Miftahul Ulum Kotabaru Padangratu
In 2016/2017 Academic Year

No	Class	Gender		Total
		M	F	
1	VII	39	55	94
2	VIII	38	62	100
3	IX	30	50	80
Total		107	167	274

Source : Document of MTs Miftahul Ulum Kotabaru Padangratu

As the explanation before, there were 274 students in this school. They were divided into three grades, grade VII, VIII, and IX. There were 94 students of grade VII consisting of 39 male and 55 female. The students of grade VIII were 100 students including 38 male and 62 female, and the last grade IX had 80 students, 30 male and 50 female.

3. The Facilities of MTs Miftahul Ulum Kotabaru Padangratu

To support the teaching and learning process, MTs Miftahul Ulum Kotabaru Padangratu had some facilities. This is detail information about the number and the condition of teaching and learning facilities of MTs Miftahul ulum Kotabaru Padangratu can be presented in Table 8:

Table 8
The Room of MTs Miftahul Ulum Kotabaru Padangratu

No	Kind of Room	Total	Condition
1	Headmaster room	1	Good
2	Teachers' Room	1	Good
3	Classroom	9	Good
4	Polyclinic/UKS room	1	Good
5	Mosque	1	Good
6	OSIS room	1	Good
7	Toilet	8	Good

8	Library	1	Good
9	UKS	1	Good
10	Computer laboratory	1	Good
11	WAKA room	1	Good
12	TU room	1	Good

Source : Document of MTs Miftahul Ulum Kotabaru Padangratu

From the explanation before, it showed that MTs Miftahul Ulum Kotabaru had some room that is used to support the process of teaching and learning activities. The conditions of all the rooms were good.

B. The Research Procedure

The researcher conducted in July 19th 2016. Before conducting the research, the researcher asked the headmaster and the English teacher for permission at the school. After getting the permission, the researcher conducted the following steps :

1. Determined the subject of the research, namely the students at the eighth grade of MTs Miftahul Ulum Kotabaru Padangratu.
2. Designed the test which was the multiple choice test about animals, kind of job, and places for each of pre-test and post-test.
3. Determined the sample of the research by using cluster random sampling.
4. Held the try-out test to know the reliability and validity of the test, this test was given to the students out of research sample, it was VIII C.
5. After got the valid and reliable items of the tests, the researcher gave the valid and reliable items of pretest to sample. In this research the sample was VIII B

as an experimental class and VIII A as a control class. Holding the pretest in order to know the students vocabulary mastery before they had treatment.

6. Analyzed the data gotten through the pre-test.
7. The treatment was conducted three times after the researcher gave the pretest to the sample. The researcher did the treatment of talking stick technique to the experimental class.
8. After treatment, the researcher gave post-test to the sample in order to know the students' vocabulary mastery after the treatment.
9. To know the normality and homogeneity result of the data gotten through pretest and posttest, the researcher analyzed the data by using SPSS.
10. Tested the hypothesis and making the conclusion.
11. As the last process of the research, the researcher reported the result of the research.

C. Description of Treatment

The research had been conducted since July of 2016. This research had been carried through six steps. They involved try out test, pre-test, three times treatments and post-test. To find out the influence of using talking stick , the researcher identified several results, they were: The score of students before the treatment, the score of students after the treatment, the differences between students' score in pre-test and post-test and from the differences of students' atmosphere between the students who are taught by using talking stick and those taught by translation technique in teaching and

learning process, they were in teaching vocabulary, especially in MTs Miftahul Ulum Kotabaru Padangratu.

Before the test was used as an instrument to collect the data, it had been tried out to the students in tryout class. The researcher prepared 50 items as the instrument of the test for pretest and posttest. From 50 test items of tryout, some items were chosen as the instrument of the test. The choosing of the instrument had been done by considering two categories, validity and reliability. After being try out the researcher used 40 questions for the pre test and posttest. The test given before and after the students followed the learning process was provided by the researcher. This test was given for control class and experimental class. Before the activities were conducted, the researcher determined the materials and lesson plans. The experimental class learnt by using talking stick, while the control class used translation technique.

1. Description of the first treatment

The first treatment was conducted on July 29th, 2016 at 07.30 A.M. In the first treatment the students felt surprised for the new teacher. Before applying the technique, the researcher explained about talking stick and material. The researcher gave the students the theme about animal such as cat, elephant, giraffe, ant, and kangaroo. Every student must prepare themselves to answer teacher's question about verb, noun and adjective. In applying this technique the researcher played music while the stick roll on and students who get the stick when music stopped must stand

up and answer the teacher question. Students who could not answer the teacher question must review the vocabularies that other students answered. The researcher found a problem in applying this technique. The students were hesitant to stand up so the researcher should come to their seat and persuade the students to stand up. The technique ran well but sometimes student rolled the stick quickly. In the end of the class the researcher reviewed what is vocabularies that have learned.

2. Description of the second treatment

The second treatment was conducted on July 30th, 2016 at 09.00 A.M. The second treatment was better than the first. In this meeting researcher gave the same technique to the students. Before start the lesson the researcher tried to review about vocabulary that they learned in previous meeting. The material in the second meeting was about kinds of job such as driver, singer, doctor, nurse dancer, teacher, hairstylist and farmer. The researcher reminded the student about the procedure of talking stick. Before applying this technique the researcher explain the material before. In applying this technique the researcher played music while the stick rolls on and students who got the stick when music stooped must answer the teacher question. Students who could not answer the teacher question must review the vocabularies that other students answered. The technique ran well in this meeting. Students were not hesitant to stand up again and the stick rolled regularly. In the end of the class the researcher reviewed what is vocabularies that have learned.

3. Description of the third treatment

In third treatments was better than before because the students were familiar in teaching learning process through talking stick technique. On August 5th, 2016 at 07.30 A.M the researcher discussed about place. The researcher provides some themes such as hospital, school, home, library, bookstore and laboratory. Researcher giving material to the student and ask to the student if they had questions for that explanation and the difficulty. Students really looked enthusiastic with the technique. In applying this technique the researcher played music while the stick rolls on and students who got the stick when music stooped must answer the teacher question. Students who could not answer the teacher question must review the vocabularies that other students answered. In the end of the class the researcher reviewed what is vocabularies that have learned.

D. Result of the Research

1. Result of Pre-test

The researcher conducted pre-test in order to see students' vocabulary mastery before the treatment. The scores of the students' vocabulary mastery that were tested in pre-test can be seen in Figure 1 and Figure 2

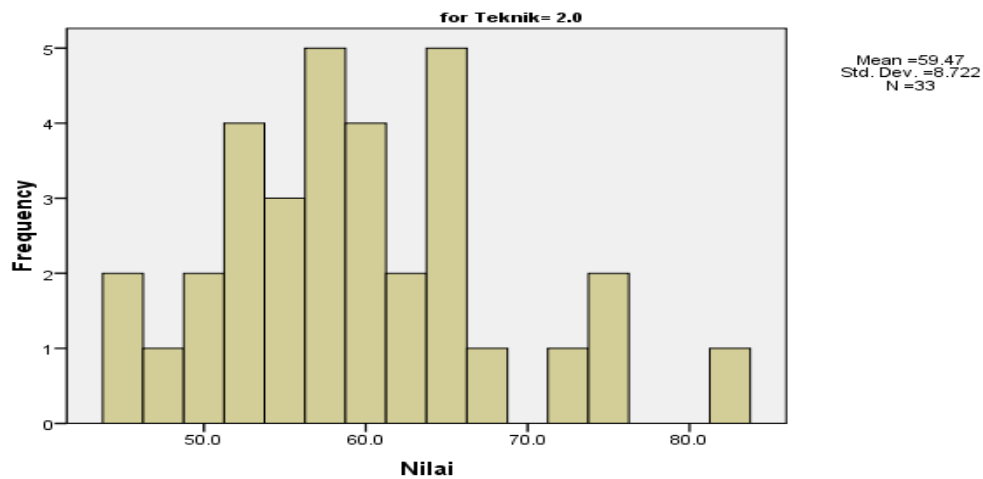


Figure 1
The Result of Pre-test of VIII B

Based on the figure 1 that the mean of pre-test in experimental class was 59.47, deviation standard = 8.722, N = 33, median = 57.5 , mode = 57.5 and 65, variance = 76.077, minimum score = 45. and maximum score = 82.5.

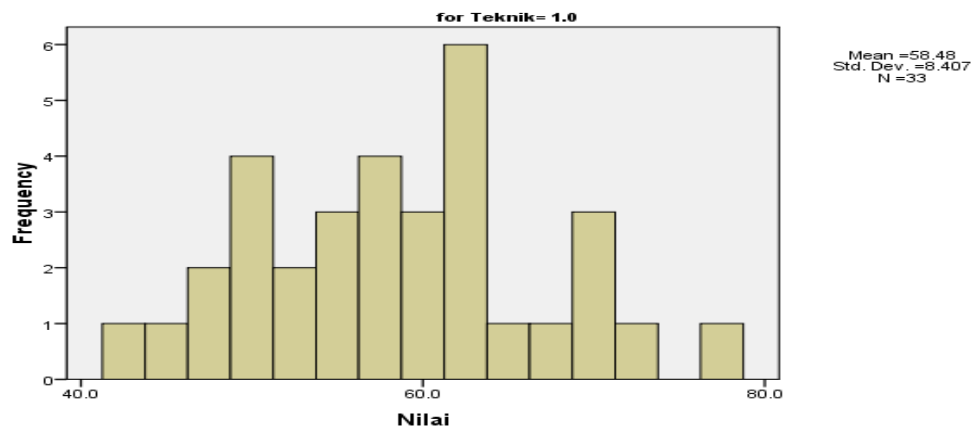


Figure 2
The Result of Pre-test of VIIIA

Based on the figure 2 that the mean of pre-test in control class was 58.48, deviation standard = 8.407, N = 33, median = 57.5, mode = 62.5, variance = 70.679, minimum score = 42.5 and maximum score = 77.5.

2. Result of Post-test

The researcher also conducted post-test in order to know students' vocabulary mastery after the treatment. The scores of the students' vocabulary mastery that were tested in post-test can be seen in Figure 3 and Figure 4.

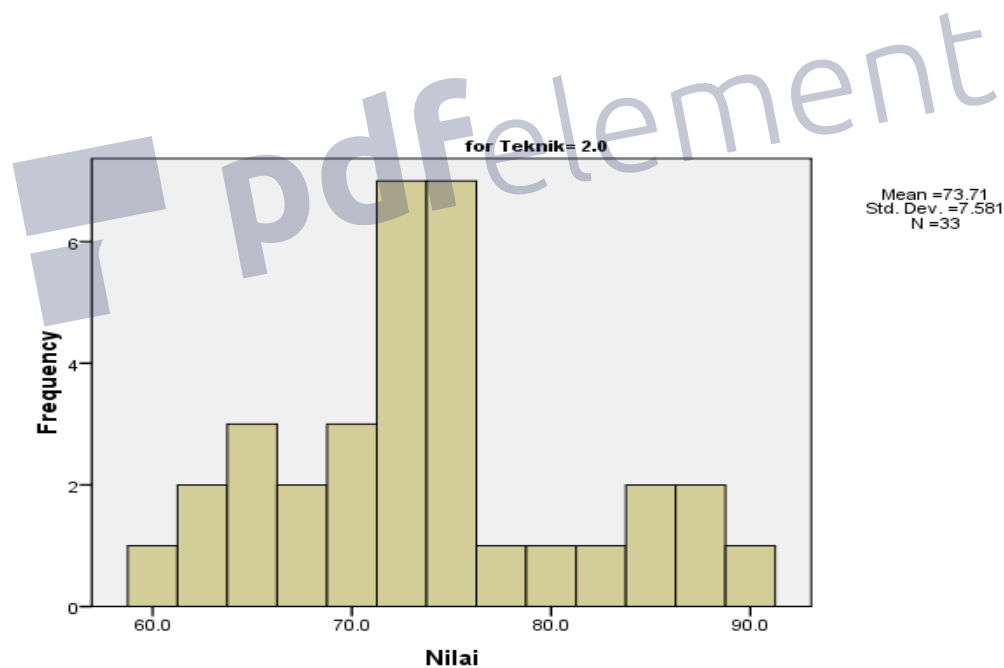


Figure 3
The Result of Post-test of VIII B

Based on the figure 3 that the mean of post-test in experimental class was 73.71, deviation standard = 7.581, N = 33, median = 72.5, mode = 72.5 and 75, variance = 57.469, minimum score = 60 and maximum score = 90.

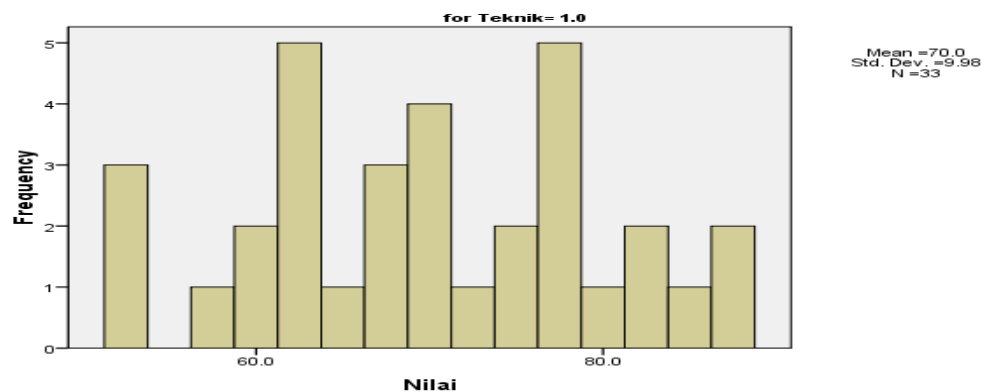


Figure 4
The Result of Post-test of VIII A

Based on the figure 3 that the mean of post-test in control class was 70.0, deviation standard = 9.98, N = 33, median = 70.00, mode = 62.5 and 77.5, variance = 99.609, minimum score = 52.5 and maximum score = 87.5.

3. Gain Score

The researcher got gain score from posttest score – pretest score. Gain score was used to analyze normality, homogeneity and Independent T-test. If gain score in this manner positive gain score indicates that posttest score was higher than pretest score, a negative gain score indicates that the posttest score was less than the pretest. This is detail score pretest, posttest and gain in experimental class and control class.

Experimental Class

Code	Pretest	Posttest	Gain (Posttest-Pretest)
E-1	47.5	65	17.5
E-2	60	67.5	7.5
E-3	62.5	75	12.5
E-4	45	62.5	17.5
E-5	57.5	75	17.5

E-6	57.5	72.5	15
E-7	50	60	10
E-8	65	80	15
E-9	52.5	70	17.5
E-10	82.5	87.5	5
E-11	67.5	75	7.5
E-12	75	85	10
E-13	52.5	72.5	20
E-14	55	65	10
E-15	57.5	75	17.5
E-16	60	72.5	12.5
E-17	65	70	5
E-18	57.5	72.5	15
E-19	65	85	20
E-20	55	77.5	22.5
E-21	45	65	20
E-22	65	82.5	17.5
E-23	65	70	5
E-24	52.5	75	22.5
E-25	72.5	87.5	15
E-26	50	62.5	12.5
E-27	55	75	20
E-28	60	72.5	12.5
E-29	62.5	72.5	10
E-30	60	75	15
E-31	52.5	72.5	20
E-32	75	90	15
E-33	57.5	67.5	10

Control Class

Code	Pretest	Posttest	Gain (Posttest-Pretest)
E-1	62.5	77.5	15
E-2	70	72.5	2.5
E-3	52.5	70	17.5
E-4	47.5	62.5	15
E-5	42.5	52.5	10
E-6	60	75	15
E-7	65	77.5	12.5
E-8	72.5	80	7.5
E-9	62.5	82.5	20
E-10	55	62.5	7.5
E-11	60	77.5	17.5

E-12	77.5	85	7.5
E-13	62.5	67.5	5
E-14	57.5	62.5	5
E-15	50	60	10
E-16	62.5	82.5	20
E-17	55	70	15
E-18	52.5	62.5	10
E-19	50	60	10
E-20	57.5	77.5	20
E-21	45	52.5	7.5
E-22	50	62.5	12.5
E-23	55	57.5	2.5
E-24	70	87.5	17.5
E-25	62.5	77.5	15
E-26	57.5	70	12.5
E-27	50	52.5	2.5
E-28	57.5	70	12.5
E-29	60	65	5
E-30	47.5	67.5	20
E-31	70	87.5	17.5
E-32	62.5	67.5	5
E-33	67.5	75	7.5

E. Result of Data Analysis

1. Fulfillments of the Assumption

a. Result of Normality Test

The researcher did this normality test to know whether the data has normal distribution or not. The hypothesis for the normality test are formulated as follow:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

While the criteria for the normality test are as follow :

H_0 is accepted if $\text{Sig} (p_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (p_{\text{value}}) < \alpha = 0.05$

Table 9
The Normality Test of Experimental and Control Class

Teknik	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Nilai 1	.128	33	.190	.937	33	.055
2	.135	33	.131	.947	33	.110

a. Lilliefors Significance Correction

Based on the Table 9, it can be seen that $\text{Sig} (p_{\text{value}})$ for control class was 0.055 and (p_{value}) for experimental class was 0.110 and $\alpha = 0.05$. It means that $\text{Sig} (p_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is the data are in the normal distribution. It is calculated based on the gain of the experimental and control class.

2. The Result of Homogeneity Test

The researcher did this homogeneity test to know whether the data is homogeny or not. The researcher used Levene Test using SPSS 16.00. The hypotheses for the homogeneity test are formulated as follows:

H_0 = The variance of the data is homogenous

H_a = The variance of the data is not homogenous

While the criteria for the homogeneity test are as follows :

H_0 is accepted if $\text{Sig} (p_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (p_{\text{value}}) < \alpha = 0.05$

Table 10
The Homogeneity Test of Experimental and Control Class

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	.795	1	64	.376
	Based on Median	.869	1	64	.355
	Based on Median and with adjusted df	.869	1	63.994	.355
	Based on trimmed mean	.811	1	64	.371

Based on the Table 10, it can be seen that Sig (p_{value}) based on mean was 0.376, and $\alpha = 0.05$. It means that $\text{Sig} (p_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is that the data has same variance or homogenous. It is calculated based on the gain of the experimental and control class.

3. The Result of Hypothetical Test

After the researcher knew that the data is normal and homogeneous, the data was analyzed by using independent sample test in order to know the significance of the treatment effect. The hypotheses are:

H_0 = There is no influence of using talking stick technique towards students' vocabulary mastery at the eighth grade of MTs Miftahul Ulum Kotabaru Padangratu in 2016/2017 academic year.

H_a = There is a influence of using talking stick technique towards students' vocabulary mastery at the eighth grade of MTs Miftahul Ulum Kotabaru Padangratu in 2016/2017 academic year.

While the criteria for acceptance and rejection of the hypothesis are:

H_0 is accepted if $\text{Sig. } (p_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. } (p_{\text{value}}) < \alpha = 0.05$

Table 11
The Result of Independent T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	.795	.376	-2.079	64	.042	-2.7273	1.3120	-5.3483	-.1062
	Equal variances not assumed			-2.079	63.374	.042	-2.7273	1.3120	-5.3488	-.1057

Based on the results obtained in the table 11, it's clear that the value of significant generated $\text{Sig. } (p_{\text{value}})$ or $\text{Sig. } (2\text{-tailed})$ of the equal variance assumed = 0.042, and $\alpha = 0.05$. It means that $\text{Sig. } (p_{\text{value}}) < \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was any influence of using talking stick technique toward students' vocabulary mastery at the eight grade of MTs Miftahul Ulum Kotabaru Padangratu.

F. Discussion

Based on the finding of the research, it was found that the students who were taught by using talking stick technique have increased their vocabulary mastery. It might be due to in talking stick the students were highly involved in memorize the vocabulary and students more concentration in learning process.

Based on the result of the pre-test before talking stick was implemented, the students vocabulary mastery was lower. After talking stick technique was implemented, students vocabulary mastery was higher than before. After getting the treatments and post-test was conducted, it found that there was significant differences between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of experimental class was 59.47 and in the post-test was 73.71 while the mean of pre-test score of control class was 58.48 and in the post-test was 70.00.

After the researcher analyzed pretest and posttest score, the researcher use the data to find out gain score. Gain score obtained from posttest score –pretest score. Gain score was used to analyze the data of normality test score and it showed that the data were normal. After the normality test, the researcher analyzed the data of homogeneity test based on gain score and it showed that the data were homogeneous. According to the result of the students' pre-test score and post-test score, it shows that the students' post-test is higher than in pre-test.

Talking stick technique was implemented in teaching vocabulary. The technique made students interested in learning vocabulary. Then, students were easier to memorizing vocabulary beside that talking stick technique can made students felt more fun and they were not bores in the classroom during the process of teaching learning.

There were some problem the researcher during the implementation of talking stick in teaching and learning vocabulary. Firstly, most of the students were difficult to stand up and answer teacher question because students afraid to make mistake. Secondly, the student rolls the stick with quickly because they afraid if music stopped when students hold the stick and must answer the teacher question.

In general, the teaching learning process ran well, the students cooperated well throughout third treatments. Based on the analysis of the data and the testing of hypothesis, the result of the calculation by SPSS Version 16 found that the hypothesis null (H_o) was rejected and the hypothesis alternative (H_a) was accepted. From the analysis above, we knew that the students using talking stick in teaching vocabulaty could improve students' vocabulary mastery .

The result of the data analysis show that the used of talking stick technique in teaching vocabulary seem to be applicable for the eighth grade of MTs Miftahul Ulum Kotabaru Padangratu. The technique made student easier to memorize

vocabulary . Then, student are enthusiastic through teaching and learning vocabulary by using talking stick.

From the explanation above, it can be concluded that there is influence of using talking stick technique towards students' vocabulary mastery at the eighth grade of MTs Miftahul Ulum Kotabaru Padangratu in 2016/2017 academic year.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out in MTs Miftahul Ulum Kotabaru Padangratu in 2016/2017 academic year, the researcher might draw conclusions as follows :

In the previous chapter the researcher had analyzed the data statistically. Based on the statistically analysis, there is significant influence of using talking stick towards students' vocabulary mastery at the eighth grade of MTs Miftahul Ulum Kotabaru Padangratu in 2016/2017 academic year. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.042. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

By using talking stick technique, the students become more focus to follow the learning process. Furthermore, talking stick technique could help the students to memorize vocabulary and they felt enjoyable and fun in the process of learning. In other words, talking stick technique has influence on the students' vocabulary mastery at the eighth grade of MTs Miftahul Ulum Kotabaru Padangratu in 2016/2017 academic year.

B. Suggestion

Based on the result of this research, the researcher proposed suggestions as follows:

1. For the teacher

- a. The researcher suggests the English teachers to apply talking stick as one of the ways in teaching vocabulary because it can help the students in improving the students' vocabulary mastery.
- b. The teacher should be able to use varied techniques in learning process and to improve students' vocabulary mastery.
- c. The teacher should not be afraid to use new technique in teaching process as a reason that the students will be difficult to be controlled, whereas the students can be more relaxed, motivated and active, if the teacher uses a new technique in teaching process especially by using talking stick.

2. For the students

- a. The students should learn harder and more seriously in learning English in order to develop their vocabulary mastery and to improve the motivation in learning English.
- b. The students should be more active and practice their English regularly to improve their vocabulary mastery even with their friends or teachers.

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VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE
EIGHTH GRADE OF MTs MIFTAHUL ULUM KOTABARU PADANGRATU
IN 2016/2017 ACADEMIC YEAR**



(A Thesis)

**Submitted as a Partial Fulfillment of
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